

PROGRESS MONITORING DURING THE PANDEMIC

A Conversation for Early Childhood Administrators & Educators

February 4, 2021 | 9:00-10:00 am - Administrator Session

February 10, 2021 | 3:30-4:30 pm - Teacher Session

The RESC Alliance, in collaboration with the CT State Department of Education and CAS, continues its monthly roundtable discussions on the delivery of preschool programming in public schools. These networking sessions are designed to spotlight the needs of all of our youngest learners including children with special needs and other vulnerable populations. Below is the description of the February sessions.

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- IDEA Sec. 300.320 (a) (3) (ii)periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided.....
- The Division of Early Childhood of the Council for Exceptional Children's Recommended Practice A9 (2014) states: "Practitioners implement systemic ongoing assessment to identify learning targets, plan activities, and monitor the child's progress to revise instruction as needed."
- NAEYC DAP Position Statement (April 2020) – "Observing, documenting, and assessing each child's development and learning are essential processes for educators and programs to plan, implement, and evaluate the effectiveness of the experiences they provide to children."

Both the purpose and requirements for PROGRESS MONITORING have not changed during the pandemic. Our plans for the collection of the data to be used for progress monitoring however, has most likely changed. Join presenters Judy Courtot and Julie Giaccone as they facilitate a discussion on progress monitoring during the pandemic. Participants will examine the purpose and requirements of progress monitoring for young children with IEPs and formative assessment of progress for young children who do not have IEPs. Discussions will include previous systems for progress monitoring, implications for implementation of these systems and approaches during a national health crisis, as well as supporting teachers in this process.

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Click [here](#) to watch the recordings of the January roundtable discussions on mindfulness and self-care.

Questions?

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